



## Charleston Development Academy Charter

233 Line Street  
Charleston, SC 29403

<b>Grades</b>	K-6 Elementary School	
<b>Enrollment</b>	133 Students	
<b>Principal</b>	Cecelia Gordon Rogers	843-722-2689
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mrs. Toya Hampton Green	843-723-7831

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Good</b>	<b>Excellent</b>
2008	Below Average	At-Risk
2007	Average	Excellent
2006	At-Risk	At-Risk
2005	Below Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

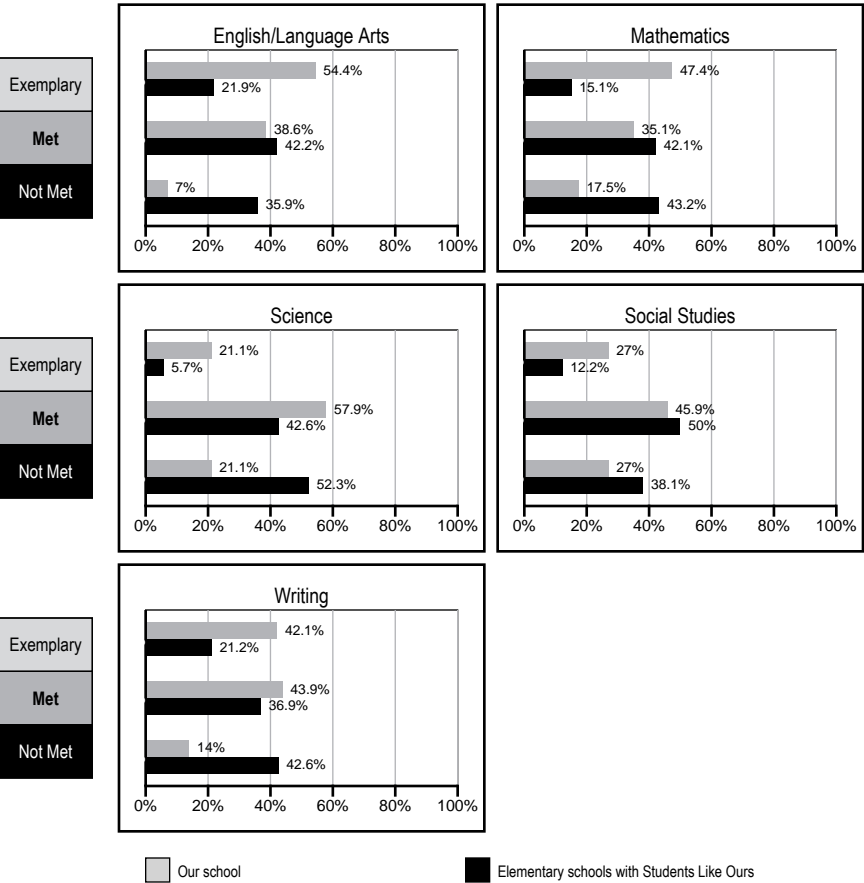
97.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
1	3	66	62	32

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=133)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.3%	Down from 2.9%	2.5%	1.9%
Attendance rate	99.4%	Up from 98.4%	96.0%	96.3%
Eligible for gifted and talented	8.3%	Up from 0.0%	3.2%	10.0%
With disabilities other than speech	0.0%	No Change	7.5%	7.7%
Older than usual for grade	0.0%	No Change	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=14)</b>				
Teachers with advanced degrees	57.1%	Down from 62.5%	57.1%	59.4%
Continuing contract teachers	64.3%	Up from 25.0%	71.4%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	58.3%	Up from 47.2%	81.7%	85.9%
Teacher attendance rate	100.0%	No Change	95.2%	95.1%
Average teacher salary*	\$33,474	Up 3.0%	\$45,725	\$47,149
Professional development days/teacher	5.2 days	Down from 18.5 days	10.7 days	11.1 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	3.0	4.0
Student-teacher ratio in core subjects	17.9 to 1	Up from 11.7 to 1	16.7 to 1	18.8 to 1
Prime instructional time	99.4%	Up from 98.4%	90.1%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	99.0%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$10,043	Up 18.6%	\$8,667	\$7,458
Percent of expenditures for instruction**	61.0%	Down from 65.0%	68.2%	68.8%
Percent of expenditures for teacher salaries**	45.2%	Down from 47.9%	61.9%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Parents and Community Supporters,

Charleston Development Academy Public Charter School continues working toward our unique goals for achieving excellence, shifting the cultural paradigm, and closing the achievement gap despite our many challenging obstacles. We, the faculty and staff, believe we can establish a significant paradigm change by infusing the arts throughout the curriculum and utilizing data results to drive our daily instructions. The goal of uniting our efforts positively for CDA Learning Community (students and their parents) – is not to eliminate failure, but rather to keep failure from becoming chronic and thus inevitable in the mind our CDA learners.

Charleston Development Academy Public Charter School's motto simply states that we are, "An Intellect Construction Enterprise; Developing Minds, Building Character, and Engineering Futures" Where excellence is a standard expectation and where standards are expected to be excellent.

At CDA we are continuing to foster our mission: To provide a safe and nurturing environment that encourages excellence. We place a special emphasis on implementing character based initiatives in order to promote the personal and social development of responsible and caring children. We have embraced varied professional development trainings based on the needs assessment of CDA. Therefore, we are beginning to witness a variety of significant changes, such as; students desiring to learn and positively performing on benchmark testing and on-going assessments; increased active parental engagement; community embracement and cultural exposure support. In addition, CDA has received a SC State Department of Education Dissemination "Model" award in the amount of \$100,000. And, we are extremely proud that our Early Childhood Department continues to maintain full NAEYC Accreditation.

Cecelia Gordon Rogers,  
School Director

Kim Odom  
School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	10	11	11
Percent satisfied with learning environment	100.0%	100.0%	100.0%
Percent satisfied with social and physical environment	100.0%	100.0%	100.0%
Percent satisfied with school-home relations	100.0%	90.0%	100.0%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	30.2%	0.0%	No
Student attendance rate	99.4%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	59	100	7	38.6	54.4	96.5	84.9	82.8	Yes	Yes
<b>Gender</b>										
Male	32	100	3.1	40.6	56.3	100	81.8	79.3	N/A	N/A
Female	27	100	12	36	52	92	88.1	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	N/A	N/AV	N/A	N/A	N/A	N/A	95.8	89.5	I/S	I/S
African American	59	100	7	38.6	54.4	96.5	74.8	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	96.4	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	2	I/S	I/S	I/S	I/S	I/S	53.5	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	75.6	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	50	100	8.2	40.8	51	95.9	74.9	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	59	100	17.5	35.1	47.4	87.7	81	78.9	Yes	Yes
<b>Gender</b>										
Male	32	100	18.8	31.3	50	87.5	79.3	77	N/A	N/A
Female	27	100	16	40	44	88	82.8	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	N/A	N/AV	N/A	N/A	N/A	N/A	94.6	87.2	I/S	I/S
African American	59	100	17.5	35.1	47.4	87.7	67.9	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.6	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	2	I/S	I/S	I/S	I/S	I/S	46.9	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	77.1	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	50	100	20.4	32.7	46.9	85.7	69.2	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	39	100	21.1	57.9	21.1	78.9	68.9	67.5
<b>Gender</b>								
Male	20	100	20	60	20	80	68.2	67
Female	19	100	22.2	55.6	22.2	77.8	69.6	68
<b>Racial/Ethnic Group</b>								
White	N/A	N/AV	N/A	N/A	N/A	N/A	90.4	79.5
African American	39	100	21.1	57.9	21.1	78.9	48.1	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.2	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	58.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.4	71.2
<b>Disability Status</b>								
Disabled	1	I/S	I/S	I/S	I/S	I/S	36.6	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	58.3	59.6
<b>Socio-Economic Status</b>								
Subsided meals	35	100	22.9	57.1	20	77.1	50.2	55.1

<b>Social Studies</b>								
All Students	38	100	27	45.9	27	73	76.8	72.3
<b>Gender</b>								
Male	20	100	20	55	25	80	75.3	71.5
Female	18	100	35.3	35.3	29.4	64.7	78.4	73.2
<b>Racial/Ethnic Group</b>								
White	N/A	N/AV	N/A	N/A	N/A	N/A	91.5	80.7
African American	38	100	27	45.9	27	73	62.7	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.5	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	71.4	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	72.2
<b>Disability Status</b>								
Disabled	2	I/S	I/S	I/S	I/S	I/S	46.6	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	71.6	67.9
<b>Socio-Economic Status</b>								
Subsided meals	32	100	25.8	41.9	32.3	74.2	64	62.1

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	59	98.3	14	43.9	42.1	86	74.1	70.2	99.4	96
<b>Gender</b>										
Male	33	97	12.5	53.1	34.4	87.5	67.8	63.2	99.5	95.9
Female	26	100	16	32	52	84	80.6	77.5	99.4	96.1
<b>Racial/Ethnic Group</b>										
White	N/A	N/AV	N/A	N/A	N/A	N/A	90.4	79.1	N/A	95.9
African American	59	98.3	14	43.9	42.1	86	59.2	57.6	99.4	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.9	86.2	99.9	97
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	61.1	62.6	N/A	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84	68.7	N/A	95.8
<b>Disability Status</b>										
Disabled	2	I/S	I/S	I/S	I/S	I/S	29.6	26.1	99.1	95
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
<b>English Proficiency</b>										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60.2	61.2	N/A	96.5
<b>Socio-Economic Status</b>										
Subsided meals	51	98	16.3	40.8	42.9	83.7	59.1	58.9	99.4	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	21	100	4.8	38.1	57.1	95.2
	4	18	100	16.7	44.4	38.9	83.3
	5	12	100	N/AV	N/AV	N/AV	100
	6	8	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	21	100	14.3	42.9	42.9	85.7
	4	18	100	22.2	33.3	44.4	77.8
	5	12	100	9.1	27.3	63.6	90.9
	6	8	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	11	100	36.4	36.4	27.3	63.6
	4	18	100	5.6	72.2	22.2	94.4
	5	6	I/S	I/S	I/S	I/S	I/S
	6	4	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	10	I/S	I/S	I/S	I/S	I/S
	4	18	100	38.9	27.8	33.3	61.1
	5	6	I/S	I/S	I/S	I/S	I/S
	6	4	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	21	100	9.5	42.9	47.6	90.5
	4	18	100	22.2	38.9	38.9	77.8
	5	11	100	N/AV	N/AV	N/AV	100
	6	9	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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